

ROYALL ELEMENTARY

1400 Woods Road
Florence, South Carolina 29501

GRADES PK-6 Elementary School

ENROLLMENT 498 Students

PRINCIPAL Julie Smith 843-664-8167

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	66	21	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

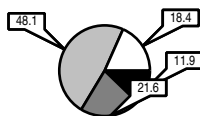
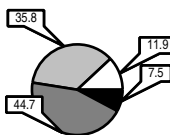
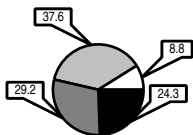
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours







Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	269	98.9	14.9	35.7	42.3	7.1	63.9	Yes	Yes
Gender									
Male	139	97.8	16.8	35.2	44.8	3.2	61.6		
Female	130	100.0	12.9	36.2	39.7	11.2	66.4		
Racial/Ethnic Group									
White	140	98.6	6.9	30.8	53.1	9.2	76.2	Yes	Yes
African-American	120	100.0	25.0	41.3	28.8	4.8	49.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	209	99.5	5.7	36.3	49.2	8.8	74.6		
Disabled	60	96.7	52.1	33.3	14.6	0.0	20.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	269	98.9	14.9	35.7	42.3	7.1	63.9		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	99.2	14.7	35.3	42.9	7.1	64.3		
Socio-Economic Status									
Subsidized meals	140	99.3	23.1	42.1	30.6	4.1	49.6	Yes	Yes
Full-pay meals	129	98.5	6.7	29.2	54.2	10.0	78.3		

Mathematics - State Performance Objective = 15.5%									
All Students	269	99.3	13.7	36.1	27.4	22.8	66.8	Yes	Yes
Gender									
Male	139	98.6	12.8	33.6	27.2	26.4	69.6		
Female	130	100.0	14.7	38.8	27.6	19.0	63.8		
Racial/Ethnic Group									
White	140	98.6	5.4	25.4	33.1	36.2	83.8	Yes	Yes
African-American	120	100.0	24.0	49.0	21.2	5.8	45.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	209	100.0	4.7	36.3	32.1	26.9	76.7		
Disabled	60	96.7	50.0	35.4	8.3	6.3	27.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	269	99.3	13.7	36.1	27.4	22.8	66.8		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	99.2	13.4	35.7	27.7	23.1	67.2		
Socio-Economic Status									
Subsidized meals	140	100.0	24.0	45.5	24.0	6.6	48.8	Yes	Yes
Full-pay meals	129	98.5	3.3	26.7	30.8	39.2	85.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	66	100.0	6.8	23.7	66.1	3.4	69.5
	Grade 4	72	100.0	25.8	42.4	30.3	1.5	31.8
	Grade 5	60	100.0	23.2	53.6	23.2	N/A	23.2
	Grade 6	77	100.0	32.9	42.5	21.9	2.7	24.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	69	98.6	13.8	21.5	53.8	10.8	64.6
	Grade 4	71	100.0	10.3	36.8	51.5	1.5	52.9
	Grade 5	67	97.0	17.5	52.4	27.0	3.2	30.2
	Grade 6	62	100.0	26.2	34.4	27.9	11.5	39.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	66	100.0	5.1	49.2	22.0	23.7	45.8
	Grade 4	72	100.0	15.2	40.9	31.8	12.1	43.9
	Grade 5	60	100.0	12.3	45.6	28.1	14.0	42.1
	Grade 6	77	100.0	24.7	47.9	16.4	11.0	27.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	69	98.6	15.4	49.2	32.3	3.1	35.4
	Grade 4	71	100.0	8.8	29.4	25.0	36.8	61.8
	Grade 5	67	98.5	17.5	39.7	20.6	22.2	42.9
	Grade 6	62	100.0	16.4	31.1	27.9	24.6	52.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 498)				
First graders who attended full-day kindergarten	95.0%	N/C	100.0%	100.0%
Retention rate	4.0%	No change	2.7%	2.7%
Attendance rate	95.9%	Up from 95.4%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.1%	3.5%
Eligible for gifted and talented	16.6%	Up from 12.9%	16.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Up from 10.8%	8.8%	8.2%
Older than usual for grade	2.8%	Up from 2.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	51.4%	Down from 55.9%	52.3%	51.4%
Continuing contract teachers	88.6%	Down from 100.0%	90.1%	87.5%
Highly qualified teachers**	86.4%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	3.0%		0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 87.6%	88.6%	86.7%
Teacher attendance rate	95.9%	Up from 95.3%	95.0%	94.9%
Average teacher salary	\$39,986	Down 0.2%	\$40,928	\$40,760
Prof. development days/teacher	10.6 days	Up from 9.3 days	12.2 days	12.4 days

School				
Principal's years at school	19.0	Up from 17.0	5.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 20.1 to 1	19.7 to 1	18.9 to 1
Prime instructional time	91.5%	Up from 90.2%	90.2%	90.0%
Dollars spent per pupil*	\$5,711	Down 8.8%	\$5,740	\$6,044
Percent of expenditures for teacher salaries*	71.6%	Up from 65.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.0%	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to insuring that our school offers the very best in instructional techniques, teaching staff, educational resources, parental involvement, and learning environment. Royall's success in achieving this goal has resulted in the following state and national recognitions during the 2003-2004 school year.

Achievement of "Adequate Yearly Progress" goal as set by the No Child Left Behind Legislation- SC State Department of Education
Reading Renaissance Master School (the first school in South Carolina to achieve this status) - Institute for Academic Excellence
Red Carpet Award Recipient - SC State Department of Education
Designation as a "Closing the Gap" School - SC Education Oversight Committee

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools and is nationally accredited by the Commission of International and Trans-Regional Accreditation.

Our school has a clearly defined mission that is shared by Royall's faculty and staff, our students, and our parents. Our commitment to the highest academic standards, our consistently enforced high expectations, and our mutual trust and respect have resulted in a learning environment that is conducive to both teaching and learning.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and the Florence Community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a variety of special projects that enhance our school's offerings.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy program, expand our offerings in the areas of science and mathematics and enhance the integration of technology into all areas of our instructional program.

Royall Elementary School is an innovative, exciting place where students learn to think critically, to cooperate with others, and most importantly, to love to learn! We are all proud to be members of..."The Royall Family!"

Julie Smith, Principal

Terry Scatturo, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	55	40
Percent satisfied with learning environment	100.0%	90.9%	88.9%
Percent satisfied with social and physical environment	100.0%	90.7%	82.1%
Percent satisfied with home-school relations	94.9%	98.2%	73.7%

*Only students at the highest elementary school grade level at this school and their parents were included.